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ABSTRACT

Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document shows percentages of agreement and disagreement on specific career ladder concepts, and weighted scores for high and low district rankings. Survey results from 10 districts on the following concepts are displayed in tables: (1) general career ladder concepts; (2) staff development and training concepts; (3) teacher evaluation system concepts; (4) peer evaluation concepts; (5) career ladder placement concepts; and (6) organizational climate survey. An outline of similarities and diversities in achieving performance targets and conditions of pilot test career ladder programs in Arizona is included. (JD)

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DIVERSITY OF RESPONSES AMONG TEN ARIZONA PILOT TEST DISTRICT CAREER LADDER PLANS

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SP 029 862

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Arizona State Capitol, House Wing

November 10, 1987

DIVERSITY OF RESPONSES AMONG TEN ARIZONA PILOT TEST DISTRICT CAREER LADDER PLANS

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On October 15, 1987, the RESEARCH & EVALUATION: 1987 Preliminary Report for the Career Ladder Teacher Incentive and Development Program, was presented to the Joint Legislative Committee on Career Ladders (Packard, 1987). Among several results taken from the 1987 evaluation cycle, and included in the report document, one related to the following important finding - "There was a strong degree of difference among districts in teacher support for career ladder concepts." (p. 5)

Another related issue in the report, regards the factors of "change," and the idea that districts joined the career ladder reform movement with a diversity of backgrounds, characteristics and levels of development. From the beginning, some districts clearly required a much greater amount of change than did others. For instance, districts who already had a strong and validated evaluation process in place, experienced much less difficulty in implementing their career ladder plans than those who were in more of an advanced planning and developmental stage.

Districts should be aware that different developmental phases are natural and expected. The purpose of these findings is not to cause any despair, in fact, the opposite should be true. The major reason for this position is that the pilot test provides a chance for all districts to improve their systems from whatever developmental stage they find themselves. Therefore, the district's career ladder leadership has great opportunities to enhance their educational system for a more effective influence on the goals of, "improvement in teacher and student achievement."

Comparisons of Agreement and Disagreement to Specific Career Ladder Concepts Within & Among Pilot Test Career Ladder School Districts

The following tables compare agreement and disagreement responses of educators on specific career ladder concepts within and among pilot test career ladder school districts. The tables which follow show percentages of agreement and disagreement to career ladder concepts. Rankings are assigned scores, weighted high to low for each district. Document tables beginning on page 2 present items by survey categories on the following three scales:

1. Most-to-least favorable responses = (+3, +2, +1, -1, -2, -3)
2. Most favorable responses = (+3, +2, +1)
3. Least favorable responses = (-3, -2, -1)

For each item by district, +3 or -3 ratings indicate the most and least favorable responses to career ladder concepts, followed by +2 or -2 and +1 or -1 in descending order. The top three out of ten districts were assigned weighted scores on the positive side for each career ladder concept, with the highest agreement receiving a +3, the second a +2, and the third a +1. The lowest agreement categories were assigned weighted scores on the negative side, with the bottom score receiving a -3, the second a -2, and the third from the bottom a -1.

Pages 2, 7, 10, 14, 17 and 23, show composite "most and least" favorable responses for the five assessment subscales of, (1) General Career Ladder Concepts, (2) Staff Development and Training Concepts, (3) Teacher Evaluation System Concepts, (4) Peer Evaluation Concepts and (5) Career Ladder Placement Concepts. Following each of these summary tables are the "percentage agreement responses" for each subscale component by district.

ARIZONA CAREER LADDER SURVEY RESULTS

GENERAL CAREER LADDER CONCEPTS

Most and Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Attracts Quality		+3		-3	+1		-2	+2	-1	
Retains Competence		+3		-3	+1		-1	+2	-2	
Improves Teaching		+3	-3	+1	+2		-1		-2	
Improves Achievement		+3	-3	+2	+1		-1	-1	-2	
Teacher Cooperation	-1		-3	+3		-1	+2		-2	+1
Helps Teacher Morale			-3	-2			-1	+3	+1	+2
Helps Teacher Status		+3	-3		+2		-2	+1	-1	+1
Financial Rewards		+3		-3		+1	-1		-2	+2
Perscnal Rewards		+2	-3	-1	+1				-2	+3
Clear Goals		+3	-2	-1	+1	+2	-3	+1		

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Attracts Quality		+3			+1			+2		
Retains Competence		+3			+1			+2		
Improves Teaching		+3		+1	+2					
Improves Achievement		+3		+2	+1					
Teacher Cooperation				+3			+2			+1
Helps Teacher Morale								+3	+1	+2
Helps Teacher Status		+3			+2			+1		+1
Financial Rewards		+3				+1				+2
Personal Rewards		+2			+1					+3
Clear Goals		+3			+1	+2		+1		

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Attracts Quality				-3			-2		-1	
Retains Competence				-3			-1		-2	
Improves Teaching			-3				-1		-2	
Improves Achievement			-3				-1	-1	-2	
Teacher Cooperation	-1		-3			-1			-2	
Helps Teacher Morale			-3	-2			-1			
Helps Teacher Status			-3				-2		-1	
Financial Rewards				-3			-1		-2	
Personal Rewards			-3	-1					-2	
Clear Goals			-2	-1			-3			

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ARIZONA CAREER LADDER SURVEY RESULTS

The Career Ladder Program (CLP) will attract high quality people into the teaching profession.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	47.3%
2	X	68.4%
3	X	48.1%
4	X	36.7%
5	X	63.5%
6	X	45.5%
7	X	40.1%
8	X	65.5%
9	X	41.7%
10	X	52.8%

The Career Ladder Program (CLP) will retain the most competent teachers in the classroom.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	43.5%
2	X	61.0%
3	X	40.7%
4	X	26.5%
5	X	54.3%
6	X	36.9%
7	X	31.0%
8	X	55.0%
9	X	30.8%
10	X	51.4%

The Career Ladder Program (CLP) will improve instruction.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	57.5%
2	X	75.3%
3	X	33.9%
4	X	67.1%
5	X	69.4%
6	X	52.0%
7	X	51.3%
8	X	61.7%
9	X	39.1%
10	X	60.0%

ARIZONA CAREER LADDER SURVEY RESULTS

The Career Ladder (CLP) will improve student progress.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1						X						51.2%
2								X				72.0%
3				X								31.6%
4							X					64.9%
5						X						58.5%
6					X							47.0%
7					X							45.6%
8					X							45.6%
9				X								33.1%
10						X						56.1%

The CLP encourages cooperation among teachers.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1				X								31.2%
2					X							37.6%
3			X									12.5%
4						X						43.5%
5					X							36.7%
6				X								32.2%
7						X						40.0%
8				X								25.9%
9			X									17.3%
10					X							38.5%

The CLP will improve teacher morale.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1			X									24.8%
2			X									26.3%
3		X										7.0%
4		X										8.3%
5				X								35.0%
6			X									26.8%
7		X										11.9%
8					X							38.9%
9			X									18.7%
10				X								36.3%

ARIZONA CAREER LADDER SURVEY RESULTS

The CLP will improve the professional status of teachers in the eyes of the public.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	52.5%
2	X	63.1%
3	X	36.8%
4	X	52.4%
5	X	62.0%
6	X	48.9%
7	X	43.0%
8	X	55.0%
9	X	43.5%
10	X	56.4%

Monitary rewards available through the CLP are viewed as a significant incentive.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	73.5%
2	X	86.3%
3	X	70.7%
4	X	41.5%
5	X	56.4%
6	X	75.2%
7	X	61.5%
8	X	70.5%
9	X	59.4%
10	X	76.1%

Intrinsic rewards (personal satisfaction) available through the CLP are viewed as a significant incentive.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	73.5%
2	X	55.8%
3	X	26.3%
4	X	34.5%
5	X	48.0%
6	X	41.5%
7	X	39.0%
8	X	45.8%
9	X	34.0%
10	X	61.6%

5

ARIZONA CAREER LADDER SURVEY RESULTS

The district's career ladder goals and objectives have been clearly communicated to teachers.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	54.3%
2	X	76.3%
3	X	37.9%
4	X	39.8%
5	X	60.7%
6	X	64.9%
7	X	33.9%
8	X	60.9%
9	X	47.6%
10	X	47.4%

ARIZONA CAREER LADDER SURVEY RESULTS

STAFF DEVELOPMENT AND TRAINING CONCEPTS

Most and Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Adequate Inservice		+3		+2			-1	+1	-3	-2
Administrators Well-trained in CLP		+3	-3	+2	+1		-1		-2	-1
Peer Evaluators Well-trained in CLP	+3		-1	+2		+1	-2		-3	
Adequate District Support Resources			-3	+2		+1	-1	+3		-2

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Adequate Inservice		+3		+2				+1		
Administrators Well-trained in CLP		+3		+2	+1					
Peer Evaluators Well-trained in CLP	+3			+2		+1				
Adequate District Support Resources				+2		+1		+3		

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Adequate Inservice							-1		-3	-2
Administrators Well-trained in CLP			-3				-1		-2	-1
Peer Evaluators Well-trained in CLP			-1				-2		-3	
Adequate District Support Resources			-3				-1			-2

ARIZONA CAREER LADDER SURVEY RESULTS

I have received adequate inservice on the CLP teacher evaluation system.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	48.5%
2	X	79.7%
3	X	47.5%
4	X	63.2%
5	X	54.9%
6	X	60.6%
7	X	43.5%
8	X	61.4%
9	X	35.6%
10	X	42.2%

Administrators are well trained in the CLP evaluation system.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	58.1%
2	X	81.9%
3	X	25.4%
4	X	79.2%
5	X	73.1%
6	X	67.3%
7	X	42.3%
8	X	65.2%
9	X	31.5%
10	X	42.3%

Peer Evaluators are well trained in the CLP evaluation system (if used).

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	73.4%
2	X	66.7%
3	X	35.0%
4	X	72.6%
5	X	60.0%
6	X	68.0%
7	X	30.2%
8	X	50.0%
9	X	19.4%
10	X	52.4%

8

ARIZONA CAREER LADDER SURVEY RESULTS

The district provides adequate resources to help teachers gain the skills required for advancement on the ladder.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		52.0%
2		65.8%
3		33.9%
4		84.1%
5		64.9%
6		70.5%
7		50.5%
8		86.0%
9		57.0%
10		37.3%

ARIZONA CAREER LADDER SURVEY RESULTS

TEACHER EVALUATION SYSTEM CONCEPTS

Most and Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Teaching levels clear		+2	-3	-1		+1		+3	-2	
Fair Evaluations		+2	-3	+1	+3	+1	-1		-2	
Consistent Procedures		+1	-3	+3	+2		-2		-2	-1
Sufficient Observing		+2	-3	+3			-2	+1	-3	-1
Worth the Benefits	-1	+1		-2	+2			+2	-3	
Student Achievement	-3	+1		-3	+2		-1	+3	-2	
Outcomes Reflect	-1	+2	-3		+2	+1			-2	+3

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Teaching levels clear		+2				+1		+3		
Fair Evaluations		+2		+1	+3	+1				
Consistent Procedures		+1		+3	+2					
Sufficient Observing		+2		+3				+1		
Worth the Benefits		+1			+2			+2		
Student Achievement		+1			+2			+3		
Outcomes Reflect		+2			+2	+1				+3

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Teaching levels clear			-3	-1					-2	
Fair Evaluations			-3				-1		-2	
Consistent Procedures			-3				-2		-2	-1
Sufficient Observing			-3				-2		-3	-1
Worth the Benefits	-1			-2					-3	
Student Achievement	-3			-3			-1		-2	
Outcomes Reflect	-1		-3						-2	

ARIZONA CAREER LADDER SURVEY RESULTS

The evaluation instruments clearly define the various levels of teaching performance.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	59.2%
2	X	74.4%
3	X	43.9%
4	X	50.6%
5	X	72.4%
6	X	73.2%
7	X	57.6%
8	X	76.8%
9	X	48.3%
10	X	61.1%

I feel that administrators evaluate teaching performance fairly for placement on the ladder.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	62.8%
2	X	73.1%
3	X	40.4%
4	X	71.6%
5	X	74.7%
6	X	71.7%
7	X	57.3%
8	X	66.7%
9	X	50.4%
10	X	62.5%

The CLP evaluation procedures are structured in such a manner to insure consistency among evaluators.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	58.3%
2	X	59.7%
3	X	21.1%
4	X	64.0%
5	X	61.3%
6	X	51.7%
7	X	33.8%
8	X	53.7%
9	X	33.4%
10	X	45.4%

11

ARIZONA CAREER LADDER SURVEY RESULTS

The amount of time evaluators spend observing teachers is sufficient to ensure proper placements on the ladder.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	64.6%
2	X	72.5%
3	X	30.5%
4	X	79.2%
5	X	66.8%
6	X	57.5%
7	X	39.7%
8	X	67.3%
9	X	30.6%
10	X	52.0%

Time required for the CLP evaluation process is worth the benefits gained.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	39.7%
2	X	62.7%
3	X	43.1%
4	X	33.8%
5	X	58.4%
6	X	41.3%
7	X	43.3%
8	X	61.2%
9	X	29.0%
10	X	49.5%

An appropriate amoung of emphasis is placed on student achievement and its relation to my CLP evaluation.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	41.7%
2	X	61.5%
3	X	58.9%
4	X	41.8%
5	X	69.3%
6	X	59.2%
7	X	54.2%
8	X	72.1%
9	X	44.6%
10	X	55.2%

ARIZONA CAREER LADDER SURVEY RESULTS

Student Outcomes required by the CLP are a good reflection of my teaching performance.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1				X								30.3%
2					X							46.7%
3			X									23.5%
4				X								34.9%
5					X							46.8%
6					X							44.5%
7					X							41.5%
8				X								38.6%
9			X									26.1%
10						X						56.4%

ARIZONA CAREER LADDER SURVEY RESULTS

PEER EVALUATION CONCEPTS

Most and Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Chosen for Qualities	+1		+2	+3	+2		-1	-3	-2	
Well Trained Evaluators	+2			+3	+1		-3	-1	-2	
Enough Teacher Input In Peer Selection		+1	+1		+2		-1	-3	+3	-2
Evaluation Only for Improvement	-2	+3					+2	+1	-1	-3
Evaluation Only for Placement		-1	+1				-2	-3	+2	+3
Peer Evaluation Helps Cooperation	+1	-1		+2	+3				-3	-2

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Chosen for Qualities	+1		+2	+3	+2					
Well Trained Evaluators	+2			+3	+1					
Enough Teacher Input In Peer Selection		+1	+1		+2				+3	
Evaluation Only for Improvement		+3					+2	+1		
Evaluation Only for Placement			+1						+2	+3
Peer Evaluation Helps Cooperation	+1			+2	+3					

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Chosen for Qualities							-1	-3	-2	
Well Trained Evaluators							-3	-1	-2	
Enough Teacher Input In Peer Selection							-1	-3		-2
Evaluation Only for Improvement	-2								-1	-3
Evaluation Only for Placement		-1					-2	-3		
Peer Evaluation Helps Cooperation		-1							-3	-2

ARIZONA CAREER LADDER SURVEY RESULTS

Peer evaluators have been selected on the basis of their superior qualifications.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	55.8%
2	X	54.2%
3	X	57.1%
4	X	58.6%
5	X	57.9%
6	X	54.6%
7	X	36.4%
8	X	25.0%
9	X	27.8%
10	X	44.3%

Peer evaluators are well trained in CLP evaluation procedures.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	77.8%
2	X	71.9%
3	X	53.8%
4	X	83.3%
5	X	75.9%
6	X	68.6%
7	X	28.4%
8	X	50.0%
9	X	29.8%
10	X	51.0%

Teachers have sufficient input in the selection of peer evaluators involved in their evaluation.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	27.9%
2	X	35.2%
3	X	35.7%
4	X	34.3%
5	X	39.6%
6	X	32.0%
7	X	23.7%
8	X	
9	X	46.3%
10	X	19.0%

ARIZONA CAREER LADDER SURVEY RESULTS

Peer evaluation is only being used formatively (to assist teachers in the improvement of instruction.

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1				X								27.3%
2									X			83.9%
3						X						50.0%
4							X					62.3%
5						X						58.9%
6							X					64.1%
7								X				69.2%
8							X					66.7%
9				X								32.9%
10				X								26.1%

Peer evaluation is only being used summatively (to make decisions about placement in the CLP).

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1					X							43.9%
2				X								31.7%
3						X						45.5%
4				X								32.8%
5					X							38.3%
6					X							38.9%
7				X								27.6%
8		X										
9						X						47.7%
10								X				70.8%

I believe peer evaluation in my district encourages cooperative staff efforts.

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1						X						48.0%
2					X							41.0%
3					X							41.7%
4							X					66.7%
5								X				73.4%
6						X						47.2%
7						X						46.5%
8					X							42.9%
9				X								24.9%
10				X								26.5%

ARIZONA CAREER LADDER SURVEY RESULTS

CAREER LADDER PLACEMENT CONCEPTS

Most and Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Fair Appeal Process		+2		-3	+1	+3	-2		-1	
Criteria Understood		+3	-1	-2		+2	-3	+1	-2	
Present Level OK	+1			-2		+3	+2	-3	-3	-1
Challenging Criteria		+1	-3		+2		-1	+3	-2	
Specific Standards	+1		-3	-1	+3		-2	+2		
Enough Material Help		+2	-1	+3		+1	-3			-2
Promotion Opportunity		+2	-3	-1	+1			+3	-1	-2
Involvement in Dev.		-3	+1	-1		+2	-2	+3		
Significant Benefits		+3	-1	+1	+1			+2	-3	-2
Clear Non-Tchr Stand.		+3	-3		+1		-1	+2		-3
Level Responsibility	-3	+1	-3		+2		-1	+3	-2	
Resources to Place			-2		+2	+1	-3	+3	-1	-1
Input for Revising		-2			+1	+2	-3	+3	-1	

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Fair Appeal Process		+2			+1	+3				
Criteria Understood		+3				+2		+1		
Present Level OK	+1					+3	+2			
Challenging Criteria		+1			+2			+3		
Specific Standards	+1				+3			+2		
Enough Material Help		+2		+3		+1				
Promotion Opportunity		+2			+1			+3		
Involvement in Dev.			+1			+2		+3		
Significant Benefits		+3		+1	+1			+2		
Clear Non-Tchr Stand.		+3			+1			+2		
Level Responsibility		+1			+2			+3		
Resources to Place					+2	+1		+3		
Input for Revising					+1	+2		+3		

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Fair Appeal Process				-3			-2		-1	
Criteria Understood			-1	-2			-3		-2	
Present Level OK				-2				-3	-3	-1
Challenging Criteria			-3				-1		-2	
Specific Standards			-3	-1			-2			
Enough Material Help			-1				-3			-2
Promotion Opportunity			-3	-1					-1	-2
Involvement in Dev.		-3		-1			-2			
Significant Benefits			-1						-3	-2
Clear Non-Tchr Stand.			-3				-1			-3
Level Responsibility	-3		-3				-1		-2	
Resources to Place			-2				-3		-1	-1
Input for Revising		-2					-3		-1	

ARIZONA CAREER LADDER SURVEY RESULTS

The CLP includes a fair appeal process for disagreements over placement on the ladder.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	48.6%
2	X	73.4%
3	X	50.0%
4	X	25.9%
5	X	64.0%
6	X	77.6%
7	X	39.2%
8	X	60.0%
9	X	42.7%
10	X	61.6%

Teachers clearly understand what is expected of them in order to advance on the ladder.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	56.3%
2	X	74.7%
3	X	46.7%
4	X	42.5%
5	X	55.0%
6	X	66.8%
7	X	40.7%
8	X	58.3%
9	X	42.3%
10	X	47.2%

Teachers can feel comfortable about choosing to remain at the same level on the ladder.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	57.1%
2	X	51.4%
3	X	45.6%
4	X	49.2%
5	X	51.9%
6	X	74.7%
7	X	61.8%
8	X	45.3%
9	X	45.1%
10	X	50.6%

ARIZONA CAREER LADDER SURVEY RESULTS

The criteria for career ladder levels are challenging enough so that only the most competent teachers advance.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	48.1%
2	X	58.4%
3	X	32.7%
4	X	43.5%
5	X	61.6%
6	X	39.1%
7	X	35.6%
8	X	65.3%
9	X	33.3%
10	X	52.4%

The CLP clearly specifies standards for judging the contents of material submitted for CLP evaluation (portfolio, growth plan, etc.).

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	60.4%
2	X	59.4%
3	X	33.9%
4	X	44.6%
5	X	63.4%
6	X	59.2%
7	X	42.3%
8	X	61.9%
9	X	51.8%
10	X	52.6%

Adequate assistance is being provided to teachers regarding the development of materials submitted for CLP evaluation.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	41.8%
2	X	55.7%
3	X	35.8%
4	X	65.1%
5	X	43.5%
6	X	52.4%
7	X	28.0%
8	X	40.7%
9	X	45.4%
10	X	29.0%

ARIZONA CAREER LADDER SURVEY RESULTS

Our CLP provides teachers with opportunities for continued advancement without leaving the classroom on a full-time basis.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	62.7%
2	X	74.5%
3	X	44.6%
4	X	58.1%
5	X	72.2%
6	X	70.6%
7	X	63.1%
8	X	80.0%
9	X	58.9%
10	X	46.3%

Teachers are adequately involved in the development of the district career ladder program.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	47.6%
2	X	35.9%
3	X	65.5%
4	X	44.6%
5	X	58.9%
6	X	72.4%
7	X	38.3%
8	X	75.4%
9	X	49.7%
10	X	51.4%

The positive effects of higher level responsibilities (teacher mentor, etc.) outweigh the possible disadvantages of being released part-time from classroom assignments.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1	X	45.2%
2	X	62.3%
3	X	42.3%
4	X	53.6%
5	X	53.8%
6	X	50.3%
7	X	45.3%
8	X	60.4%
9	X	39.3%
10	X	40.2%

ARIZONA CAREER LADDER SURVEY RESULTS

Clear criteria for CLP participation have been established for personnel whose job description differs from a regular classroom teacher.

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1					X							39.4%
2						X						52.9%
3				X								20.4%
4						X						41.8%
5							X					47.8%
6					X							37.1%
7				X								22.6%
8						X						50.0%
9				X								27.0%
10				X								24.4%

Higher level responsibilities in the CLP are appropriate assignments for whose teachers selected for advancement.

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1						X						53.6%
2								X				69.6%
3						X						53.8%
4							X					61.7%
5								X				73.6%
6							X					61.9%
7							X					60.1%
8									X			80.4%
9						X						54.6%
10							X					66.3%

The district has an adequate number of trained personnel to effectively place candidates on the career ladder.

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1						X						54.9%
2						X						53.9%
3					X							38.9%
4							X					60.9%
5							X					65.6%
6							X					61.9%
7				X								28.1%
8								X				75.0%
9					X							39.1%
10					X							39.6%

ARIZONA CAREER LADDER SURVEY RESULTS

The district has established a means for adequate teacher input concerning possible revisions.

	Percentage Agreement											
District	0	10	20	30	40	50	60	70	80	90	100	
1						X						50.0%
2					X							42.6%
3						X						51.8%
4						X						50.0%
5							X					58.3%
6								X				64.5%
7				X								27.9%
8									X			72.3%
9					X							43.2%
10					X							46.8%

ARIZONA CAREER LADDER SURVEY RESULTS

ORGANIZATIONAL CLIMATE SURVEY

Most-to-Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Feeling of Belonging	+1	+2	-1		+2	+3	-2			-3
Feeling of Success	+1		-3	+1		+3	-1	+2	+1	-2
Feel Rewarded		+2	-1	-3		+3	-2	+1		
Clear Purpose	+2		-3		-1	+1	-1	+3	+1	-2
Consistent Feedback			-2	+3		+1	-1	+2		-2
Supportive Setting		-1	-2	+2	+1	+3	-1		+1	-3
Leadership Models			-2	+3	+1	+2	-1			-3
Less Stress			-1	-2		+3		-3	+2	+1
Feel Important	+2		-1	+1	-2	+3	+1	+3	+1	-3
Feel Job Secure	+1	-2	-3			+3	-1		+2	
Clear Goals			-3	+3	+2		-1		+1	-2
Good Social Network			-2		+1	+3	-1	-2	+2	-3
Good Communication			-3	+3		+2	-1		+1	-2

Most Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Feeling of Belonging	+1	+2			+2	+3				
Feeling of Success	+1			+1		+3		+2	+1	
Feel Rewarded		+2				+3		+1		
Clear Purpose	+2					+1		+3	+1	
Consistent Feedback				+3		+1		+2		
Supportive Setting				+2	+1	+3			+1	
Leadership Models				+3	+1	+2				
Less Stress						+3			+2	+1
Feel Important	+2			+1		+3	+1	+3	+1	
Feel Job Secure	+1					+3			+2	
Clear Goals				+3	+2				+1	
Good Social Network					+1	+3			+2	
Good Communication				+3		+2			+1	

Least Favorable Responses

Items	District 1	2	3	4	5	6	7	8	9	10
Feeling of Belonging			-1				-2			-3
Feeling of Success			-3				-1			-2
Feel Rewarded			-1	-3			-2			
Clear Purpose			-3		-1		-1			-2
Consistent Feedback			-2				-1			-2
Supportive Setting		-1	-2				-1			-3
Leadership Models			-2				-1			-3
Less Stress			-1	-2				-3		
Feel Important			-1		-2					-3
Feel Job Secure		-2	-3				-1			
Clear Goals			-3				-1			-2
Good Social Network			-2				-1	-2		-3
Good Communication			-3				-1			-2

ARIZONA CAREER LADDER SURVEY RESULTS

I have a feeling of belonging.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		78.7%
2		82.2%
3		66.7%
4		69.0%
5		82.1%
6		84.8%
7		65.9%
8		71.2%
9		77.7%
10		63.7%

I have feelings of being successful in my job assignment.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		91.8%
2		88.9%
3		77.2%
4		91.7%
5		89.8%
6		93.7%
7		86.1%
8		92.1%
9		91.7%
10		82.2%

I have a feeling of being rewarded for a job well done.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		57.8%
2		68.3%
3		51.7%
4		36.1%
5		59.6%
6		69.7%
7		51.0%
8		63.5%
9		62.0%
10		52.9%

ARIZONA CAREER LADDER SURVEY RESULTS

I feel my work has a clear purpose.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		93.0%
2		94.0%
3		80.7%
4		90.5%
5		87.5%
6		92.0%
7		87.4%
8		98.4%
9		92.2%
10		86.7%

I am consistently provided knowledge of progress.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		64.7%
2		59.0%
3		39.3%
4		71.6%
5		61.5%
6		66.3%
7		55.6%
8		67.8%
9		63.8%
10		47.6%

I am provided a cooperative working environment.

District	Percentage Agreement 0 10 20 30 40 50 60 70 80 90 100	
1		82.4%
2		76.4%
3		75.9%
4		86.9%
5		83.7%
6		88.0%
7		76.2%
8		78.3%
9		83.9%
10		50.5%

ARIZONA CAREER LADDER SURVEY RESULTS

I am provided good leadership models.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1								X				70.1%
2								X				70.8%
3						X						53.6%
4									X			83.3%
5									X			79.2%
6									X			81.3%
7								X				67.7%
8								X				70.0%
9									X			75.9%
10					X							46.3%

I work in an environment free from excessive stress.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1				X								34.7%
2				X								30.2%
3				X								29.3%
4				X								27.4%
5				X								31.8%
6						X						51.3%
7				X								34.3%
8			X									21.0%
9					X							47.0%
10					X							43.4%

I feel my job has functional importance to the organization.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1										X		90.0%
2									X			88.9%
3									X			87.7%
4									X			89.3%
5									X			86.4%
6										X		91.3%
7									X			89.3%
8										X		91.8%
9										X		89.9%
10									X			84.6%

ARIZONA CAREER LADDER SURVEY RESULTS

I feel secure about my job status.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1									X			85.2%
2								X				74.1%
3								X				70.7%
4									X			84.5%
5									X			84.8%
6										X		91.1%
7								X				78.9%
8									X			83.9%
9										X		89.1%
10									X			80.4%

Organizational goals are clearly communicated.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1								X				71.6%
2								X				68.1%
3					X							35.1%
4										X		85.5%
5									X			77.7%
6								X				73.2%
7							X					58.7%
8								X				60.7%
9									X			74.9%
10						X						48.6%

I feel there is a strong social network in my organization.

District	0	10	20	30	40	50	60	70	80	90	100	Percentage Agreement
1							X					63.5%
2							X					59.9%
3						X						48.2%
4							X					62.7%
5							X					64.6%
6								X				73.1%
7						X						55.2%
8						X						48.3%
9								X				69.9%
10					X							41.2%

ARIZONA CAREER LADDER SURVEY RESULTS

I feel good about the communication level in my organization.

	Percentage Agreement										
District	0	10	20	30	40	50	60	70	80	90	100	
1							X					59.1%
2							X					58.0%
3					X							35.7%
4								X				72.8%
5							X					66.9%
6							X					68.5%
7						X						49.2%
8							X					55.7%
9								X				67.5%
10					X							39.6%

Conclusion

This document showed percentages of agreement and disagreement on specific career ladder concepts, and weighted scores for high and low district rankings. Districts are advised to study the findings in this report and focus on pursuit of any needed improvements.

Because districts began their programs from different levels of development, there is little advantage to compare their own total positive and negative rankings with other districts. Although, if a school should desire to make improvements in certain areas of concern, contact with a district or school which is clearly showing success, would follow the intent of the pilot test evaluation model. As a brief reminder, that model is one in which districts plan, and study their developmental needs over the period of the pilot test and continue to improve career ladder plans all the way through to project completion.

REFERENCES

Packard, R. D. (1987, October 15). RESEARCH & EVALUATION: 1987 Preliminary report for the Career Ladder Teacher Incentive and Development Program. Document presented at the October 1987 meeting of the Joint Legislative Committee on Career Ladders, Arizona State Capitol, House Wing.

OUTLINE OF SIMILARITIES & DIVERSITIES IN ACHIEVEING PERFORMANCE TARGETS & CONDITIONS OF PILOT TEST CAREER LADDER PROGRAMS IN THE STATE OF ARIZONA

Two all encompassing performance targets involved in the Arizona Career Ladder Research and Evaluation Project (CL) have been identified. These are, enhancement of "**Teacher Performance**," and the overriding issue of improvement in "**Student Academic Achievement**."

A. Improvement in Student Academic Achievement is the priority target for the career ladder program.

1. All career ladder district plans have student achievement goals as a top priority.

2. All districts are in the process of establishing unique and specific ways of developing student achievement objectives as one of the central components of teacher evaluation input and for determination of placement levels on the ladder.

3. Important to the research and evaluation project efforts is the study of the diversity and adequacy of ways student achievement is being developed and utilized as a part of teacher evaluation within districts.

4. The CL evaluation project is beginning an extensive study involving the association between career ladder teachers and student academic achievement. Mapping of teacher progress, as it relates to student achievement, is an important part of the pilot test program.

B. All CL districts have individual plans and models for the evaluation and development of teacher performance.

1. Past research has established positive relations between levels of teacher performance and student achievement. Furthermore, research has found that there are many diverse teaching methods which are related to improving student achievement and that there are differences in the levels of expertise teachers have in delivery of these methods.

2. All districts are in the process of developing and implementing unique and specific ways of teacher evaluation for enhancement of teacher performance and for placement on the career ladder.

3. Study of the diversity and adequacy of ways teachers are evaluated and how district plans are enhancing teacher performance are very important considerations for the research project.

C. In addition to this report, three manuscripts have been distributed to the Joint Legislative Committee on Career Ladders and to participating career ladder school districts. They are listed as follows:

1. Packard, R., Dereshiwsky, M., Groenendal, J. & Kundin, K. (1987). Descriptive & analytical results for the 1986-87 career ladder data cycles.

2. Packard, R. & Nichols, W. (1987). Qualitative analysis & results for the 1987 data cycle by career ladder program strengths & weaknesses.

3. Packard, R. & Fargo, S. (1987). Diversity of responses among ten Arizona pilot test district career ladder plans.